

A THESIS

**THE COMPARISON OF STUDENTS' SPEAKING SKILL
BETWEEN OFFLINE AND ONLINE CLASS
AT SMA 7 PINRANG**



By

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Reg Num. 18.1300.028

PAREPARE

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2022 M / 1443 H

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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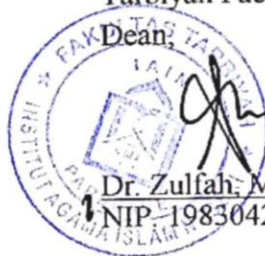
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, The Beneficent and The Merciful

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Parepare, January 2th 2022

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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, April 11th 2022

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ABSTRACT

Novita Ayunanda. *The Comparison of Students' Speaking Skill between Offline and Online Class at SMA 7 Pinrang.* (Supervised by Nurhamdah and Abdul Rauf Ibrahim)

Speaking is the process of constructing meaning, giving and receiving information that occurs between two peoples or more. It is also a language skill that is developed in child life, which is produced by listening skill, and at the period speaking skill is learned. Speaking taught mostly in different model either online and offline at school. The purpose of this research is to know the difference between Students' speaking skill by Offline and Online Class at SMA 7 Pinrang.

The sample of this study was 42 students' used purposive sampling. The researcher conducted the research by quantitative comparison. The data collecting technique by document (final score of speaking skill) which taken from the teacher for valid data, the research conducted in 45 days including of data analysis.

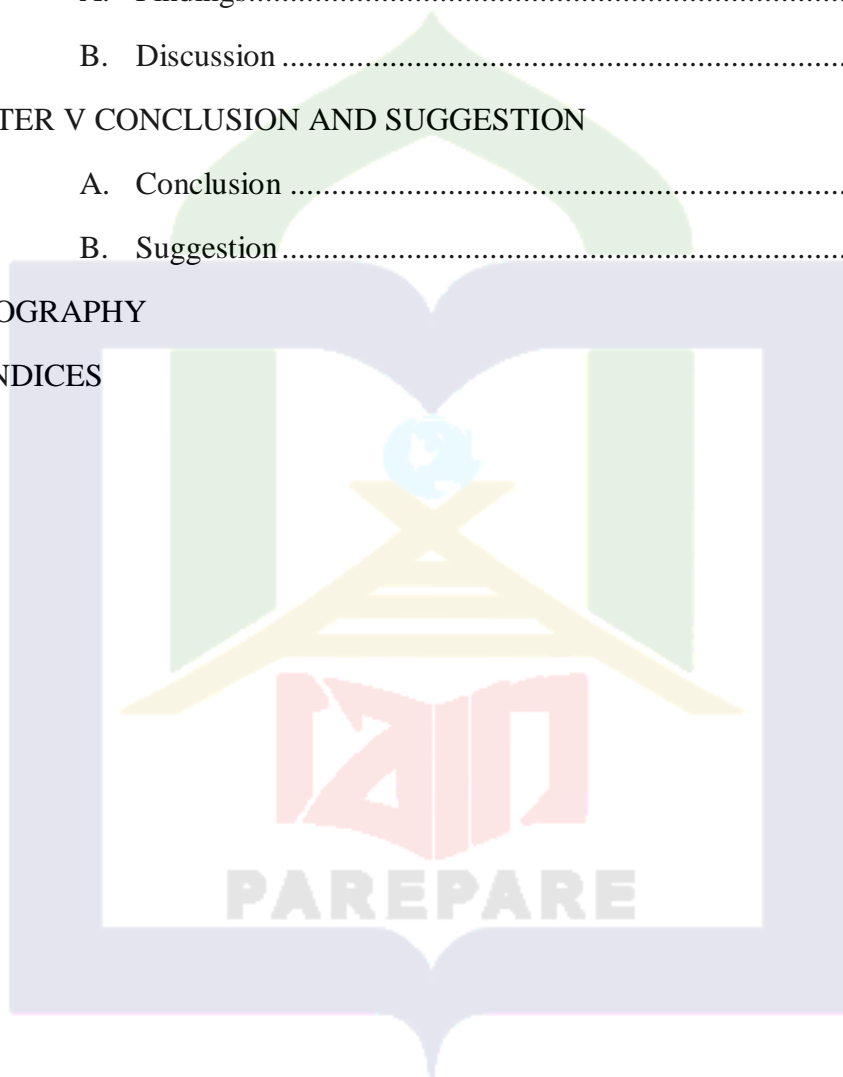
The result of the data showed the students' speaking skill from class X MIPA 4 taught by online which shows average score for 82.24 score which categorized good and students' speaking skill from class X MIPA 2 taught by offline which shows average score for 83.33 which categorized as good. The conclusion showed the sig.(2-tailed) value is $0,15 > 0,05$ so H_1 is rejected and H_0 accepted. It is mean that there is no significant difference Students Speaking Skill between Offline and online class. The similarity of the score may see the result of mean score. Therefore, it could be said that students who learned in online class as same as high score for students who learned in offline class.

Keyword: *Students' Speaking Skill, Offline and Online Class*

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CHAPTER I

INTRODUCTION

A. Background

Since the corona virus pandemic shock the world in early March 2020, about 25 million people got infected and cause almost 1 million death in 218 countries around the world.¹ This pandemic brings catastrophe not only to health, economic but the most damaged is education. Educators all over the continent feel this impact on the teaching and learning process. The government's regulation to prevent crowded and face-to-face interaction became the main problem because of this pandemic.

In every education system, some problem basically appear in the educational officials which have arranged the syllabus to be applied in a whole year program, but most of educators have a shock during this sudden change. They have arranged the teaching plan with certain approach, however should be changed because of the a certain condition. This may lead them to use a certain method or application which is probably not maximal in teaching and learning.

The education level has to change the system from the face-to-face teaching and learning program until the pandemic show the good sign of getting better. To be narrowed, near Pinrang, based on the governor's letter, the school might have normal teaching while avoiding the spreading of covid-19. In conditionally for the school of SMA 7 Pinrang, they have to set the regulation to be offline and online in order to run the educations process such learning-teaching by still pay attention to the spreading of covid-19.

¹Kemenkes RI, Gernas, *Media Informasi Resmi Terkait Penyakit Infeksi Emerging*, (access on website <https://covid19.kemkes.go.id>)

Due the regulation explain above, the researcher tried to conduct a concept of research for English subjects which focused on learning regulation for online and offline learning. In fact, every human around the world communicates with others using language. One of famous languages exists in the world, such as international language and national language. Indonesia as the developing country, has realized that English as an international language is needed to be mastered by Indonesia. English has four basic language skills. They are listening, speaking, writing and speaking. Speaking and writing involve language production, so they are productive skills. On the other hand, listening and speaking involve receiving message, so they are regarded as receptive skills.²

Speaking as one of language skills has a very important role. In foreign language, learning ability to speak is the most essential skill since it is the basic for communication. Speaking is one of the productive skills, which is the evidence of a student that how much their competent in a language. Much of the communication is made through speaking. In short, learning a language remains incomplete if one does not achieve competence in speaking. Speaking can be realized as the most common way to convey the message to others and ability to communicate effectively is a basic requirement which needs to be taken seriously in English education.

Currently, one of factors that can determine the successfulness of students in studying English is mastering English. However, there are many barriers to be an English master. Students who want to have good competence in speaking English, they must learn all aspects in English early included pronunciation, grammar, vocabulary, fluency, and comprehension. Besides, students must build the self-

²Jeremy Harmer, *The practice of English Language Teaching* (New York: Longman, 1989), p. 6

confidence and bravery in speaking English. Those can be used as the important aspects to get the successfulness in speaking English. According to Brown, listening, speaking, speaking, and writing are language skills that must be mastered in English learning. Speaking skill is important to many language learners who are involved in the spoken language, especially to the students.

Students have learned English for years but they still can not speak English orally. It is caused by of the situation or place where the people stay. The limitation of people that used English for communication in their daily life also makes them limited practice even forget some vocabularies or some parts in speaking English. Lack of vocabularies will make difficulties in speaking or communicating with other students that have been skillful in English. In other reason, the people have some problems in psychology like feeling nervous, shy, worry and fear of making mistake. It means that the students have low self-concept which makes them confidence to speak English. Whereas, the people need self-confidence in speaking English well.

If the people always think that they are going to be failed in speaking English, they will be difficult to speak English well, there are many trouble students faced during their speaking performance, like one of the trouble is loss of their idea, the students who have troubles will lose their word and confused about what they want to say. They will be nervous and forget all of their ideas. The students will feel confidence, uncomfortable, and fear of making mistakes. It is very dangerous if the students are going to speak in public because it can cause the bad effect or become an object of ridicule. So, students must be more preconditioned themselves and deeper again in learning English to build the self-confidence.

The accuracy of selecting learning methods cannot be separated from advances in information and communication technology. According to observations, luring

(face to face learning) is currently being canceled because of the Covid-19 pandemic. The difference implementing learning from offline to online, of course, impacts the student's learning activities. Learning activities that should be able to measure 3 aspects, namely assessment of knowledge, assessment of skills and processes, assessment of character and scientific attitudes, focus on assessing the cognitive aspects of students.

Online learning is learning via the Internet. Each topic is provided with information as a video recording or slide, weekly homework must be completed within a predetermined time limit, and various scoring systems are used while comparing the offline learning which face-to-face learning process, both the method did long the covid-19 attacking, which education forced to be adapted for method and approach in education system.

The researcher was trying to identify the comparison between the result of study after teaching online and offline method, both method should identify for evaluating the students speaking performance, in assuming before conducting this research, speaking teachers by offline should be more active than offline which literally the students have more time to practice their conversation.

In this case, the researcher is to extend to know the comparison between the students' speaking skills after taught by online and offline at SMA 7 Pinrang, the use of active learning will encourage the students to learn English speaking skill more effectively. Active learning which also can be applied either in online and offline. Students are educated to allow them to participate in the class.³ Active learning involves providing opportunities for students to talk and listen, write, speak, and reflect on the contents, ideas, issues, and concern of an academic subject.

³Michael Lorenze, *Active Learning & Library Instruction*(Michigan State University), p.78

This kind of teaching activities already implemented by the teacher at class, online and offline speaking become the research issue in this research, by these all explanation, the researcher is conducting the tittle “The Comparison of Students’ speaking Skill between Offline and Online Class at SMA 7 PINRANG”

B. Research Questions

Related to the background above, the following research questions will necessary to answer:

1. What is speaking skill of the students’ inOnline Class at SMA 7 Pinrang?
2. What isspeaking skill of the students’ inOffline Classat SMA 7 Pinrang.?
3. Is there any significant difference between Students’ speaking skill by Offline and Online Class at SMA 7 Pinrang?

C. Objectives of the Research

Based on the question above, the researcher plans the aim of the research are:

1. To identify the students’ speaking skill after being taught by Online Class at SMA 7 Pinrang.
2. To identify the students’ speaking skill after being taught by Offline Class at SMA 7 Pinrang.
3. To know the difference between Students’ speaking skill by Offline and Online Class at SMA 7 Pinrang.

D. Significances of the Research

It is expected that the results of the research will provide useful contribution for teacher, students and further research, it can be explained below:

1. Teacher

The result of this study is hopefully usefull as input of teacher in teaching speaking, gave more experience and motivation as input which could be

expended into various strategies in teaching and learning process, the teacher could reflect and reform his way of teaching in order to make it more interesting and successful.

2. Student

The result of this study expected to make the students have higher motivation in expressing and communicating their English in speaking and student may have good skill in speaking if students always practice in their daily activities. Students that have problems of speaking can be used it as input and idea in improving speaking skill.

3. Future Researcher

The researcher believes that the result of this research had not perfect yet. So, the researcher hopes that the future researcher who will conduct the same research by applying the guessing game technique can be better and complete this

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researchers have conducted their research on students' speaking skill between online and offline . Their findings are consecutively presented below:

1. Shweta Singh ‘Efficiency of Online vs. Offline Learning: A Comparison of Inputs and Outcomes ‘. His research concludes that, as compared to nearly 46% of the students in the online section , around 65% of the students enrolled in the offline section said they put in between 3 to 4 hours studying for the course each week. Around 34% of online students and 23% of offline students said they put in between 1 to 2 hours of study while nearly 21% of the online students and around 12% of offline student reported putting in 5 hours or more. The three measures of output were (1) the absolute scores that students received at the end of the course, (2) their self-reported levels of learning and (3) self-reported satisfaction.⁴
2. David K. Larson and Chung-Hsien Sung ‘ Comparing Student Performance : Online Versus Blended Versus Face-to-Face ‘. From their research concludes that there is no significant difference in students' performance for the class, whether it is taught using the face to face, online or blended mode of delivery. Since there is no significant difference, it can be concluded that other factors may be more important such as course design, selection of right content materials,

⁴hweta Singh, David H. Rylander, ‘*Efficiency of Online vs. Offline Learning : A Comparison of Inputs and Outcomes ‘* , *International Jurnal of Business, Humanities and Technology*, Volume 2 No.1; January (2021).

3. instructor/student interaction, and student motivation may play a more important role than delivery mode.⁵
4. Peby Soraya ‘ ‘ Profil Penilaian Hasil Belajar IPA Melalui Media Daring dan Luring Pada Mid Semester di MTS Negeri 4 Mukomuko Provinsi Bengkulu ‘ ‘The research method in this research is descriptive quantitative. The data were got from the science learning assessment documents that were carried out during the midterm exams in March 2020 and September 2020 at MTsN 4 Mokumoku, Bengkulu. The UTS assessment for Science Learning in March was conducted offline, while the UTS assessment for Science Learning in September was conducted online.⁶

Based on the explanation above, the researcher may summary several similarities and differentiates among the previous research, the first previous research analyzed about the comparison between online and offline, which this research focuses on input and output of both online and offline, the previous research has many similarities with this research based on the issue of the research which focuses on online and offline research. This research’s issue on online and offline learning speaking, this proved that the researches can be researched.

B. Some Pertinent Ideas

a. Concept of Speaking Skill

1. Definition of Speaking Skill

Teaching English at any level, always involves four basic skills.

They are listening, speaking writing and reading. However, in using

⁵David K. Larson, Chung-Hsien Sung, *Comparing Student Performance : Online Versus Blended Versus Face-to-Face ‘ , Journal of Asynchronous Learning Networks*, Volume 13 ; (2009)

⁶Soraya, ‘ *Profil Penilaian Hasil Belajar IPA Melalui Media Daring dan Luring Pada MID Semester di MTS Negeri 4 Mukomuko Provinsi Bengkulu*’, *Jurnal Sikola*, Vol 2 No. 2,(2020).

English to communicate with one another, we often use it orally or speaking, then the other skills. According to Brown. Speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which compromises the reliability and validity of an oral production test.⁷

One expert has a different definition of speaking from another. Thornburg states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations.⁸

According to Ladouse, speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.⁹ Furthermore, Wilson defines speaking as the development of the relationship between speaker and listener.¹⁰ Another definition comes from Cameron. She says that speaking is about making people understand the speaker's feeling and ideas by doing an act of communication using language.¹¹ At the time people produce utterances, they deliver their meanings, feelings, ideas and desires. Brown and Yule point out that the loosely organized syntax, the use of non-specific words and phrases and the use of fillers such as

⁷ H. Douglas Brow, *Teaching by Principles: an interactive approach to language pedagogy* (New York: New York: Prentice Hall regents, 1994), p.140

⁸ S. Thornbury, *How to Teach Speaking* (London: Longman, 2005), p.20.

⁹ Nunan, *Research Methods in Language Learning* (Cambridge: Cambridge University Press, 1991), p.23.

¹⁰ Wilson, *Living English Structure* (London: Longman, 1983), p.5.

¹¹ Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2001), p.40.

‘well’, ‘oh’, and ‘uhuh’ make spoken language feel less conceptually dense than other types of language such as expository prose.

Caroline defines that speaking is a basic oral communication among people in society. It is speaking which serves as a natural means of communication of the members of the community for both expression of thought and form a social behavior.¹² Additionally, Kayi says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context.

Speaking is constructing meaning, giving and receiving information that occurs between two peoples or more. Based on Tarigan, speaking is a language skill that is developed in child life, which is produced by listening skill, and at the period speaking skill is learned.¹³ Meanwhile, speaking is one of English skill that is very important and must be involved in teaching and learning. The students have to learn speaking in order to build their self-confidence and having a good conversation with other by using English.

In addition, Keith and Morrow, speaking skill is an activity to produce utterances in oral communication, this activity is involving two or more people, in which the participants are both speaker and hearer have to react in what they hear and make their contribution of high speed, so that each participant has an intention or a set of intentions that he want.¹⁴ Based on the explanation above, the researcher concludes that speaking needs more practices because there is not only meaning to

¹²Caroline, *Practical English Language Teaching Young Learners* (New York: Mc. Graw-Hill, 2003), p.45.

¹³H. GunturTarigan, *Prinsip-prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa* (Bandung: Angkasa, 1990), p.3-4.

¹⁴Keith, Morrow, “*Influence of Simulation Game*”<http://mahmud09-action.blogspot.com/2011/10/influence-of-simulation-game-towrds.htm>. Accessed on May 7th, 2018.

speak fluently but also to use the grammatical rules and vocabularies. Harmer. There are three basic reasons for getting students to speak in the classroom. First, speaking activities provide rehearsal opportunities or chances to practice real life speaking in the safety of the classroom.¹⁵ Secondly, speaking tasks in which students try to use any or all the languages they know provide feedback for both teachers and students. Finally, the more students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these elements becomes. This means that they will use words and phrase fluently without very much conscious thought.

2. Functions of Speaking

Speaking is very important, especially in daily communication. People are recognized that they are educated from the way and what they are speaking. When speaking, someone has to know what to speak and understand the ideas of what they are talking about.

Harmer states that through speaking, the students will understand ideas, opinions and information from other people. Moreover, Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.¹⁶

3. Elements of Speaking

¹⁵Jeremy Harmer, *How to Teach English* (London: Longman, 2007), p.123.

¹⁶Richards, *Teaching Listening and Speaking from Theory to Practice* (Cambridge: Cambridge University Press, 2008), p.20.

Speaking is a complex skill requiring the simultaneous use of several different abilities, which often develop at different rates. Either four or five components are recognized in analyzing the speech process.

a) Pronunciation

As stated by Hammer, if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sound patterns, the basic units of meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

b) Grammar

In order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, he cannot speak English well and grammar may be defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning.¹⁷

c) Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal

¹⁷Penny Ur, *Grammar Practice Activities a Practical Guide for Teacher* (New York: Cambridge University Press, 2003), p.4.

verbs, and idioms. Limited vocabulary mastery makes conversation virtually impossible.

d) Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, according to Gower et-al, fluency can be thought of as ‘the ability to keep going speaking spontaneously’. When speaking fluently, students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e) Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.¹⁸

4. Types of Speaking

Speaking should be taught through communicative activities. Teachers should find the activities which can encourage students to get involved actively in the activities. Being involved in the classroom activities and being able to communicate with other students can increase their motivation to learn English. According to Brown, the following are types of classroom speaking performance:

a) Imitative Drills

¹⁸H. Douglas Brown. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. (Sanfransisco State University:Longman, 2001). p. 266.

Learners an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty—either phonological or grammatical. Drills offer limited practice through repetition. They allow one to focus on one element of the language in a controlled activity.

b) Intensive

Intensive speaking goes one step beyond imitative activities to include any speaking performance that masters some phonological or grammatical aspect of language. Intensive speaking can be self-starting or it can even form parts of some pair work activity, where learners are going over certain forms of language.

c) Responsive

Good deal of students' speech in the classroom is responsive: short replies to the teacher – or student-started questions or comments. The replies are usually sufficient and do not extend into dialogues. Such replies can be meaningful and authentic.

d) Transactional

Transactional language, carried out to convey or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than responsive speech does.¹⁹

5. Teaching Speaking

One skill learned in language learning is speaking. Having the ability to speak is considered as the successful of language learning. The reason is that speaking may need courageous for language learners. It

¹⁹H. Douglas Brown. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. (Sanfransisco State University:Longman, 2001). p. 266.

takes courageous because speaking is not only producing sounds, but it needs the knowledge of how to pronounce, to deliver meaning, and to turn ideas into words. Speaking has some sub-skills and it also may become essential for learners in language learning.

Hughes stated that “Speaking is not a discrete skill.” It cannot stand alone because some complex activities or sub-skills such as vocabulary mastery, grammar competence, comprehension, inputs of language, phonology, and pronunciation are included.²⁰

People speak using words in which the words have a meaning that the speakers have to choose and use them appropriately and of course, this activity needs a skill in choosing and using the proper ones. Not only does the word order that people should notice, but the knowledge of how to pronounce words is also should be noticed in speaking. The reason for why pronunciation should be noticed because in speaking in foreign and second language the written form and the pronunciation are far different. Those sub-skills are merely needed for successful of communication activities.

Speaking, according to Bygate in Nunan that speaking is typically reciprocal: interlocutors are normally all able to contribute simultaneously to the discourse, and to respond immediately to each other's contributions.²¹ The brief explanation about speaking above inspires the writer that in speaking, speakers produce language which has meaning in order to express some ideas or thoughts. In other words, people speak in

²⁰Hughes, Rebecca.. *Teaching and Researching Speaking*. Harlow: Pearson Education. 2002

²¹Nunan, David & Ronald, Carter. *The Cambridge Guide to Teaching English to Speakers of other Languages*. Cambridge: Cambridge University Press. 2001.

order to express their ideas and in order to give information to who they talk to. This means that speakers need listeners to keep the conversation going.

Speakers and listeners are interchangeable in their roles. Incommunicative activities, speakers are listeners at the same time because speakers need listeners to listen to what they are saying and listeners need spoken language from the speakers to be listened to or to be reacted to what they have heard. When speakers and listeners do their roles in conversation, the conversation will keep going on. This is because listening and speaking are interconnected in which the listener listens to the speaker and make a reaction. Therefore, the comprehension of listening is a way to the listener and the speaker keeps going on a conversation.

Speaking is essential for learners. Horwitz stated that speaking is the hallmark of second language learning. Although some learners may have personal goals for language learning that do not include speaking, most educators accept speaking as an essential goal of language learning and teaching.²² Speaking becomes essential because it is the skills which people can see directly that the learners of a language to succeed. People may judge that the successful of language learning is when the learners can produce the language they are learning. Like what stated that in many contexts, speaking is a skill upon which a person is judged 'at face value'.²³ In other words, people may sometimes make judgment about language competence from speaking skill rather than any other skill.

²² Horwitz, Eliane K. *Becoming A Language Teacher (A practical Guide to SecondLanguage Learning and Teaching*. Boston: Pearson Education Inc. 2001.

²³ Hughes, Rebecca. *Teaching and Researching Speaking*. Harlow: Pearson Education. 2002.

Moreover, one of the main sources of evidence of language competency is the ability to speak the language you are learning. Therefore, speaking can be a direct judgment for language learners, because speaking performance can define the knowledge of the speakers in using the language.

The skill of speaking refers to the students' ability to express mind or feeling orally. Many language learners regard speaking skill as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can gain, and they assess their progress in term of their accomplishments in spoken communication. They often evaluate their success in language learning and the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

Oral skill has hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course book in the market), thought how best to approach the teaching of oral skills has long been the focus of strategy logical debate. Her and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction.

The term of teaching can be understood by several points of view. Generally, teaching means the action of someone who teaches to let the learned to know certain knowledge or skill, in a certain setting of learning and teaching. According to Brown that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for

learning.²⁴Teaching needs to be seen as a process, including someone who teaches, has the learner, the material, and also the setting. Which all the components needed in teaching have to be maximized to achieve what it is referred to effective teaching.

Teaching in educational psychology can be seen as both art and science. Teaching is linked to both science and art.²⁵ In terms of art, skillful, experienced practice contributes to effective teaching. In terms of science, information from psychological research can provide valuable ideas.

There are two main ideas that the researcher wants to emphasize from the statement above, effective teaching and provide valuable ideas. To achieve effective teaching, the teacher should namely provide skill, experience, knowledge, and certain information to themselves to be able to guide and facilitate learner.

According to Brown and G.Yule explain that in teaching speaking, the teacher helps their students develop for real life communication situation. They help their students develop the ability to produce grammatically correct, logically connected sentence that are appropriate to a specific context and to do so using acceptable (that is, comprehensible) pronunciation.²⁶

One of the primary concerns of improving speaking English is to involve students consciously in their own learning process as they work to

²⁴Brown, D. H..*Principles of Language Learning & Teaching*. (4th ed.),. Longman, New York. 2010

²⁵Sanjaya, Wina. *Strategi pembelajaran berorientasi standar proses pendidikan*. Jakarta: Kencana Prenada Media Group. 2017.

²⁶Yule, George dan Brown..*Discourse Analysis*. Jakarta : Gamedia.2010

improve their spoken English. The purpose of teaching speaking is to help the students to accomplish four things:

1. To improve self-confidence in speaking and listening to English.
2. To improve intelligibility in speaking and listening to speaking English.
3. To improve fluency in speaking English.
4. To improve accuracy in speaking English.

From the explanation from the experts in, the researcher concluded that teaching speaking is the action of facilitating the learning process of the students with various strategies to be said as successful learning.

In teaching speaking, it is then become important to know the characteristic of spoken language that can influence some element of speaking. According to Brown, there are some characteristics of spoken language can make oral performance becomes easy or difficult:

1. Clustering, fluent speech is phrasal, not by word. Learner can organize their output both cognitively and physically (in beat groups) through such clustering.
2. Redundancy, the speaker has the opportunity to make meaning clear through the redundancy of language. Learners can capitalize of this feature of spoken language.
3. Reduced Forms, contractions, elisions, reduced vowel, etc. All from special problem in teaching speaking English.
4. Performance variables, one advantage of spoken language is that thinking as you speak allows you to manifest a certain number of performance hesitations, pauses backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

5. Colloquial language, make sure your students are reasonably well acquainted with the words, idioms, and phrases colloquial language and they get practice in producing these forms.
6. Rate of delivery, another salient characteristic of fluency is rate of delivery. One of your task in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.
7. Stress, rhythm, and intonation, this is the most important characteristic of English pronunciation. The stress timed rhythm of spoken English and its intonation patterns convey important messages.
8. Interaction, learning to produce waves of language in a vacuum without interlocutor would rob speaking skill of its richest component the creativity of conversational negotiation.

In Teaching speaking is also becomes important to know what exactly the goal of teaching speaking itself. When teaching speaking is communicative, fluency and accuracy are the most being concerned features.

According to Richard, fluency and accuracy are as follows:

1. Fluency is the features which give speech the qualities of being natural and normal, including native like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes:
 - a. The ability to produce written and/or spoken language with ease, the ability to speak with a good but not perfect command of intonation, vocabulary, and grammar.
 - c. The ability to communicate ideas effectively.

2. Accuracy refers to produce grammatically correct sentences but may not include the ability to speak or write fluently. As it is explained above, both fluency and accuracy seem to be contrasted to each other, yet in teaching speaking, fluency and accuracy have to be taught at the same time.

Based on the explanation above, the researcher concludes that elements of speaking are comprise both strategies and goals. The strategies are related to the linguistic competence, such as pronunciation, grammar and vocabulary. Meanwhile, the goals of speaking will influence the speaking fluency and accuracy.

6. Principle for Designing Speaking Techniques

Brown stated that there are several principles for designing speaking techniques.²⁷ They will be mentioned below:

- a) Using techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency. Based on the statements, those means that the techniques designed to help students to perceive and use the building blocks of language.
- b) Providing intrinsically motivating techniques. In this term, the teacher tries to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be.

²⁷H.Douglas Brown, *Teaching by principle: an interactive approach language pedagogy*. Englewood (Cliffs, NJ. Prentice: Hall regents, 2001) p.275.

- c) Encouraging the use of authentic language in a meaningful context. It takes energy and creativity to devise authentic contexts and meaningful interaction. The teacher can use the material as the resource. Drills techniques also can be structured to provide a sense of authenticity.
- d) Providing appropriate feedback and correction. The students are commonly get the feedback in the teaching and learning process, in the classroom or beyond the classroom . So, it is important for the teacher to inject the kinds of corrective feedback that appropriate to the moment.
- e) Capitalizing on the natural link between speaking and listening. Actually, many interactive techniques that involve speaking will also course include listening. Speaking and listening are two skills that have relation each other. So, don't lose out on opportunities to integrate these two skills.
- f) Giving students opportunities to start oral communication. In this case, the teacher gives opportunities to the students to start conversations, to ask questions, to nominate topics, and to change the subject. Those are all the part of oral communicative competence that can be started by the students.
- g) Encouraging the development of speaking strategies. This statement means that the teacher can use any kinds of teaching strategy in the purpose students realize, and practice.

7. Strategy in Teaching Speaking

The ability of speaking is the language skill that is the evidence and the hallmark of language teaching and learning. Discussing speaking ability, the question that may appear is to what extent learners can be judged that they have ability in speaking?

Woods stated that speaking effectively depends very much on the speakers' ability to interact with an interlocutor. Another statement is stated by Linder that the "Communicative competence is measured according to fluency with the spoken language, but it also includes comprehension of that language in real-life situation. The statements of Woods and Lander, it can be concluded that the ability of speaking is the ability to speak and interact with the interlocutor with fluently and comprehensibly.²⁸

In the classroom, speaking activities may practice communicative competence. Ur stated some characteristics of a successful speaking activity such as below:

1. Learners talk a lot. As much as possible of the period allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
2. Participation is even. Classroom discussion is not dominated by the admonitory of talkative participants: all get chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task aim.

²⁸Woods, Caroline. *Teaching and Assessing Skills in Foreign Languages*. Cambridge: Cambridge University Press. 2005.

4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Discussing of strategies in English language teaching, it initially cannot be separated by understanding strategy and approach. According to Richards in language teaching, the theory, philosophy and principles underlying a particular set of teaching practices.²⁹ Language teaching is sometimes discussed in terms of three related aspects: approach, strategy, and strategy. Different theories about language and how languages are learned (the approach) imply different ways of teaching language (the strategy), and different strategies make use of different classroom activity (the strategy).

2. The concept of Online Learning

a. Definition of Online Learning

According to Dabbagh, Online learning is an open and distributed learning environment that uses pedagogical tools, enable by internet and web-based technologies, to facilitate learning and knowledge building through meaningful action and interaction.³⁰

Isman revealed that online model learning is the use of internet networks by students in the learning process.¹⁵ Combined Online is a learning model that combines conventional learning with information technology as outlined on the website so that students can freely access

²⁹Richard, J. C., et al.. *Longman Dictionary of Language Teaching and. Applied Linguistics*. Cambridge University. 2012

³⁰Nada Dabbagh dan Brenda Bannan, *Online learning Concepts, Strategies, and Application*. (New Jersey: Pearson Education. 2005), p.15.

and download modules and can make it easier for educators to monitor student activity starting from the activeness of opening pages.

The term online learning models (OLM) through the various stages in the first stage are used as a description of the learning system using computer-based internet technology. Online learning places more emphasis on students' thoroughness and foresight in receiving and processing information presented online. Therefore, online learning requires students and teachers to communicate interactively by utilizing information and communication technology, such as computer media with the internet, telephone or facsimile. Basically, e-learning has two types, namely:

1) Synchronous Training

Synchronous training means "at the same time". Synchronous training is a type of training in which the learning process occurs when the teacher is teaching and students are learning. This allows direct interaction between teachers and students, both via the internet and intranet. Synchronous e-learning to train is mostly used in seminars or conferences with participants from several countries.

2) Asynchronous Training

Asynchronous Training means "not at the same time". So, one can take training at a different time than the instructor providing training. This training is more popular in the world of e-learning because it provides more benefits for trainees because they can access training anytime and anywhere.

Therefore, it can be concluded that e-learning is a concept designed based on the results of the development of science and technology. E-learning aims to create effective and efficient learning activities and provide a reference that place and time are not a constraint. Students continue to learn.³¹

b. Online Learning Strategies

In implementing e-learning, it is necessary to design a strategy first, the aim of this strategy is to clarify an educational institution in achieving its desired goals. The goals of an e-learning strategy are to clarify the training or educational goals to be achieved, understand the resources needed, make all participants follow the same goals, and understand the metrics for success.

Therefore, strategy development plays a very important role in the effective and useful implementation of e-learning. The steps that must be taken in developing an e-learning strategy are:

1) Analysis

In conducting the analysis, there are several aspects that must be considered, namely organizational needs, training needs, organizational culture, and infrastructure. Therefore, the analysis must be carried out carefully so that the results of the analysis later become a useful reference in planning.

2) Planning

The planning that is made includes many aspects of the strategy. Planning aspects that should be reviewed are:

a) Network

³¹Hartono, *E-learning, Konsep, dan Aplikasi*, (Yogyakarta: Andi, 2005), p.72.

- b) Learning Management System
- c) Material
- d) Marketing

These four aspects must be considered, starting from the infrastructure and technical aspects that support online learning activities, there is a system foundation so that it can be achieved according to the plan in its implementation, and it is easier to achieve the expected goals, then according to the needs and goals of the organization Provide teaching materials to support online-based teaching and learning activities, and finally marketing to attract attention and spread e-learning to participants.

3) Implementation

The implementation stage can be divided into three parts based on the timing of implementation, namely:

a) Pre-Launch

In carrying out activities, it must be prepared before the launch of e- learning in an organization, the product chosen must be ensured that there are no shortcomings and weaknesses.

b) Launch

Initial launches can take place through a variety of approaches and methods, both large and simple.

c) Post-Launch

After introducing the e-learning program to all members of the organization, several activities must be carried out to maintain the level of member participation in the e-learning program and how to maintain participant learning satisfaction in the training.

4) Evaluation

After planning and implementing e-learning, an evaluation must be carried out in order to find out the results that have been done, the shortcomings, and the advantages in the process of e-learning activities. The levels of assessment carried out are:

- a) Level 1, measures the satisfaction of training participants in terms of interaction and appearance of the e-learning program.
- b) Level 2, measures learning outcomes, whether training participants can absorb the material.
- c) Level 3, measures whether the learning material is actually used by trainees when carrying out daily activities so that performance increases.
- d) Measuring how many results the organization gets with the e-learning to train so that performing human resources increases.

3. The Concept of Offline Learning

a. Definition of Offline Learning

In the Big Indonesian Dictionary, the meaning of the word *Luring*(offline) comes from the acronym "outside the network", which means being disconnected from a computer network (offline).

Offline learning can be done by studying through books or in-person meetings. The offline learning activities are the activity of watching news as a learning resource, students collect assignments as documents, where offline learning does not take advantage of internet networks, computers, and other media.

In other words, face-to-face learning is needed in implementing offline learning. In implementing offline learning, the teacher can provide stimulants for learning material.

b. Offline Learning Strategies

Offline learning (face-to-face) is a learning model that is still being carried out and is very often used in the learning process. Face-to-face learning is conventional learning model, which seeks to convey knowledge to students. Offline learning brings together teachers and students in one room to learn. Offline learning has characteristics, namely planned, place-based and social interaction.

Offline learning is usually carried out in classrooms where there is a synchronous communication model, and there is an active interaction between students, students and teachers, and with other students. In offline learning, the teacher or student use various methods in the learning process to make the learning process more active and interesting. Various forms of learning methods that are usually used in offline (face-to-face) learning are: 1) lecture method, 2) assignment method, 3) question and answer method, 4) demonstration method.

The offline learning system is a face-to-face learning system. Quoted from the Ministry of Education and Culture's website, the guidelines for implementing learning in the new academic year and academic year during the Covid-19 pandemic must adhere to health protocols. The following are guidelines for implementing learning to accord to the Ministry of Education and Culture:

- 1) Must use a mask

Every school that has implemented a face-to-face learning process in schools is required to comply with existing health protocols, for example, providing hand sanitizers and disinfectants.

2) Check the temperature

The second school health protocol is a temperature check. Apart from having to use masks, students and teaching staff are also required to check the temperature before entering the school environment using a therm gun device. Teachers and students are also required to be in good health.

3) Teaching and Learning Activities (KBM)

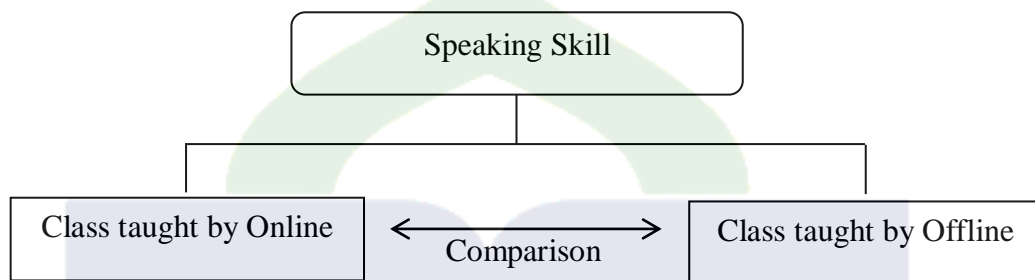
Face-to-face learning system alternately and limitation of learning hours where the duration of teaching and learning activities only lasts 2 hours.

4) Activities outside Teaching and Learning Activities

During the transitional period like now, there are no activities other than teaching and learning activities. For example, students are waiting for parents at school, taking breaks outside of class, parent-student meetings, introducing the school environment, and so on. In New Normal, it may maintain health protocols.

C. Conceptual Framework

The focus of this research is the comparison of students' skill between offline and online class. The researchers design the conceptual framework of this research by showing the diagram below:



Based on the conceptual framework, the researcher will research on the comparison of students' skill between offline and online class which identified from the differences skill between both types of class teaching approach.

E. Hypothesis

The researcher planned the hypothesis as follows:

Ho : There is no significant difference between students' speaking skill by Offline and Online Class at SMA 7 PINRANG

H₁ : There is significant difference between students' speaking skill by Offline and Online Class at SMA 7 PINRANG.

F. Definition of Operational Variable

The definition operational define variables operationally based on the characteristics of research variables that allow researchers to be carefully observe an object, as well as a limitation of research.³²

This research has definition operational, namely:

1. Speaking Skill

According to Brown. Speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which compromises the reliability and validity of an oral production test. So, in this research, the researcher wants to know about the comparison of students' speaking skills are when online learning and offline learning.

2. Online Learning

According to Dabbagh, Online learning is an open and distributed learning environment that uses pedagogical tools, enable by internet and web-based technologies, to facilitate learning and knowledge building through meaningful action and interaction. So, in this research, the researcher wants to know about students' speaking skills in online learning.

³²Marzuki, *Metodologi Riset*, (Yogyakarta: Hanindita Offset, 1983). P. 55

3. Offline Learning

Based on the Big Indonesian Dictionary, the meaning of the word Luring (offline) comes from the acronym “outside the network”, which means being disconnected from a computer network (offline). So, in this research, the researcher wants to know about students’ speaking skills in offline learning.



CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

The design of this research used quantitative comparison. Quantitative analysis techniques in data collection³³ this research is aimed to find out the comparison between Students' speaking skill by Offline and Online Class. This research is basically a field research since the data of this research on the field.

B. Location and Duration of the Research

The researcher conducted in SMA 7 Pinrang which in Jl Poros Pinrang Pare, Kec Mattiro Bulu, South Sulawesi. In this research, the researcher spend for 30 days including of the analyzing data.

C. Population and Sample

1. Population

The population of this research were Second Grade of SMA 7 Pinrang, The total of the students as shown in table below:

Table 3.1 Population of Research

No	Class	Male	Female	TOTAL
1	XI MIPA 1	10	10	20
2	XI MIPA 2	5	16	21
3	XI MIPA 3	10	15	25
4	XI MIPA 4	5	16	21
TOTAL				87

³³L. R. Gay, *Educational Research: Competencies for Analysis & Application*. (USA: Charles E Merrill Publishing Company, 1976), p.138

2. Sample

The sample is a part or representative of the population under study. Assessment against the sample basically intended to find the top generalizations population or population characteristics (parameters), so that it can be done inference (inference) about the universe. In this research, the researcher will use purposive sampling technique. The researcher consider in choosing purposive sampling technique because the researcher wants to gain the deep information with the proper subjects that have deep understanding and capabilities, the researcher will take 60 students which followed the criteria of the research. The samples in this study 2 classes which chosen by the teacher of XIMIPA 2 which class taught by offline and XIMIPA 4 that class taught by online, the total sample 42 students. While the value taken is the value when they were in class X MIPA 2 and X MIPA 4.

D. Instrument of Collecting Data

The researcher needs some instruments, of instrument is documents, there are some objects reconsidered in obtaining information and one of them is paper or document.³⁴ In this research, some documents will be collected and analyzed. The document is students' final score. Students final score is the students' final score is the final score, which was conducted from the teacher directly.

E. Technique of Data Analysis

The technique data analysis in this research used descriptive statistical techniques and inferential statistics to facilitate the analysis of the research data, the researcher will use SPSS. The technique data analysis of the research as follows:

1. Descriptive Statistics

³⁴Arikunto, S. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2013

Data analysis used descriptive statistic, which describes the existing data to get fact from respondents, hence more easily to understand. The analysis used with descriptive statistic was done by collecting, compiling, presenting, and analyzing all data of all variables in terms of graph, mean, mode, median, and standard deviation.

Table 3.2 The interpretation of students' speaking skill

No	Classification	Score
1	Very good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very poor	<39 ³⁵

2. Inferential statistics

a. Test Requirements Analysis

Test requirements analysis is needed to determine whether data analysis for hypothesis testing can be continued or not. This section is discussed in various test requirements analyses, such as normality, homogeneity, and linearity.

b. Data Normality Test

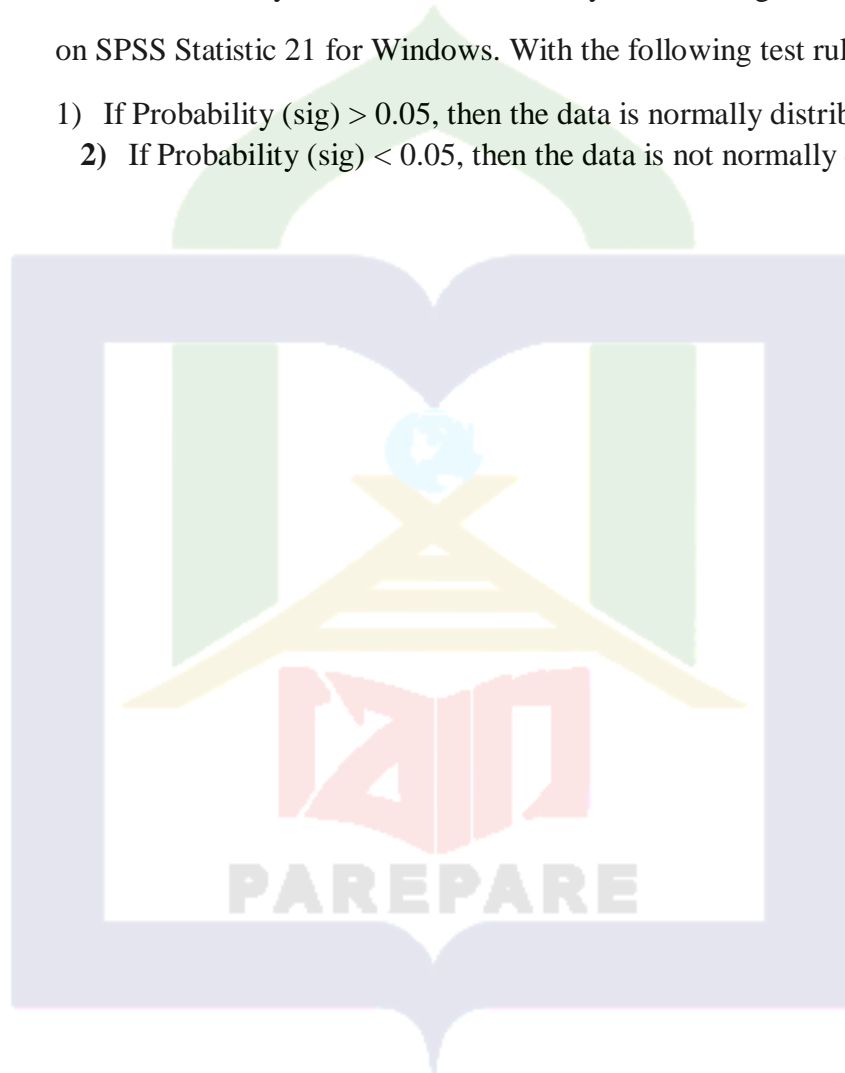
The purpose of conducting a normality test on a series of data is to know whether the data population is normally distributed or not. When

³⁵Arikunto, S. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2013

data is normally distributed, it can be used a parametric type statistical test. Meanwhile, if the data is not normally distributed, then a statistical test is used nonparametric.

The normality test was carried out by the Kolmogorov-Smirnov test on SPSS Statistic 21 for Windows. With the following test rules:

- 1) If Probability (sig) > 0.05 , then the data is normally distributed
- 2) If Probability (sig) < 0.05 , then the data is not normally distributed



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and the discussion of the research about The Comparison of students' speaking skill between offline and online class at SMA 7 Pinrang.

A. Findings

The research findings were the answering of problems statements that planned in the first chapter. This part is also present the data analysis students' speaking skill between offline and online class at SMA 7 Pinrang. In order to collect the data, the result speaking score was identified from the teacher after implementing the speaking class either in offline and online class at SMA 7 Pinrang.

According to the theory, this research used descriptive comparison quantitative which qualifies the descriptive and inferential data analysis, the research firstly presents the result of first and second research result.

1. Students Speaking Skill of Online Class

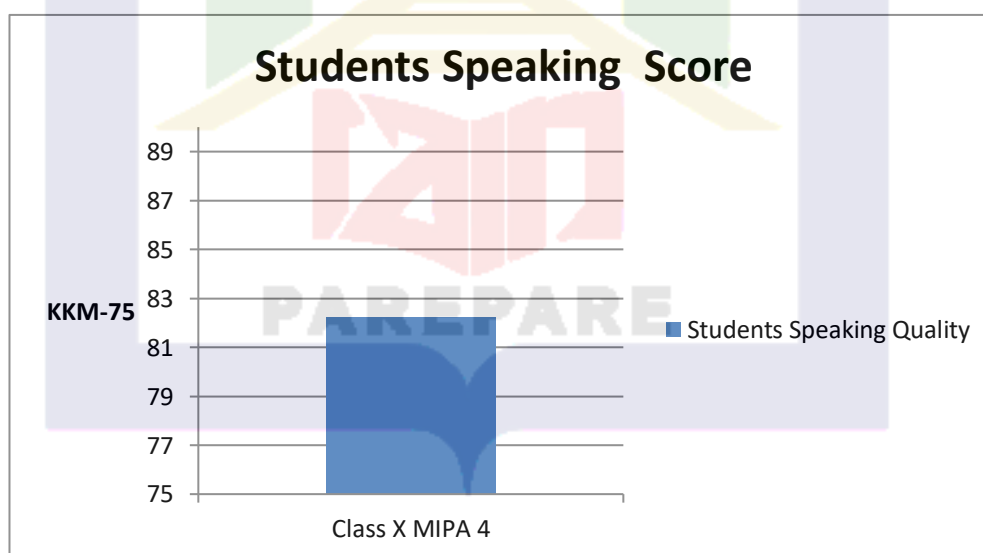
This term explained about the students speaking skill, which answered of first question in this research, the researcher took the students speaking score from the teacher and analyzed it, the score were collecting in two kinds, which classifying in class which taught by online class, this class probably taught by online class which conducted from class X MIPA 4.

Table 4.1 The students' Speaking skills for Class X MIPA 4

No	Class	Mean	SD
1	X MIPA 4	82.24	3,15

The students' speaking skill was from class X MIPA 4 which identify after analyzing the result data from the teacher. It shows that more than 75.00 as a cumulative maximum Score (KKM) score which categorized good while seen on the table above, the average score was good for students' speaking score.

The table above explained about the quality of students' speaking skill referred of class X MIPA 4, for clearly explanation, the researcher showed the diagram below:



The diagram above explained the students' speaking quality, as we know that diagrams are the graphic representation used to explain the relationship and connection between the parts of illustration on research.³⁶ This diagram supported the result of the research for representative showed, it can be seen from the diagram that, the quality of class X MIPA 4 is a category as good skill.

2. Students Speaking Skill of Offline Class

Another term of the result data which showed in this research is about offline class, the researcher also took the students speaking score from the teacher and analyzed it, the score were collecting in two kinds, which classifying in class which taught by offline class, this class probably taught by offline class which conducted from class X MIPA 2.

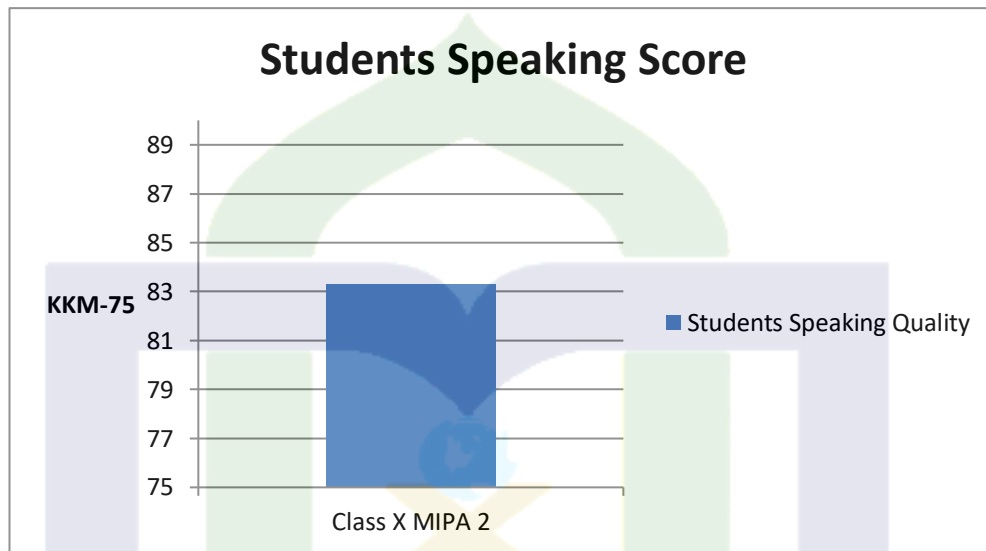
Table 4.2 The students' speaking skills for Class X MIPA 2

No	Class	Mean	SD
1	X MIPA 2	83.33	3,24

The students' speaking skill was from class X MIPA 2 which identify after analyzing the result data from the teacher. It shows that more than 75.00 as a cumulative maximum Score (KKM) score which categorized good while seen on the table above, the average score was good for students' speaking score.

³⁶ Umoquit, Burchet, *systematic review of the use diagram from research*, (Cambridge:BioCentre,2011)

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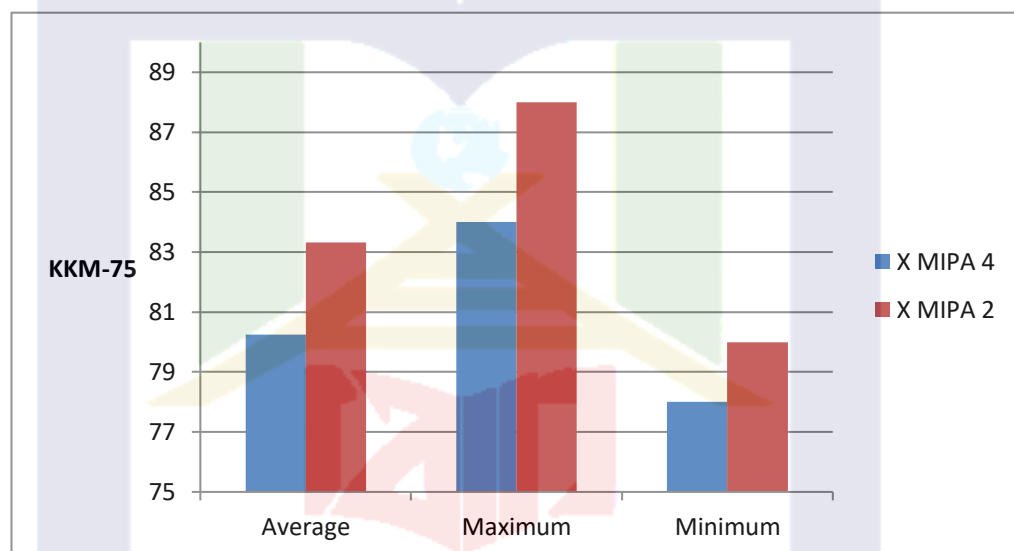
The accumulation of the result data may be seen in the table below:

No	Class	Average	Maximum	Minimum	Category
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³⁷ Umoquit, Burchet, *systematic review of the use diagram from research*, (Cambridge:BioCentre,2011)

1	X MIPA 4	82.24	84.00	78.00	Very Good
2	X MIPA 2	83.33	88.00	80.00	Very Good

Based on the description of the table above, the students' speaking class in offline and online class can be seen on table above, which the explain of the maximum score and minimum score. The result data may see in the graphic below:



Based on the graphic above, it may see that, Class X MIPA 2 is the highest result of maximum score, in fact, researchers should comprehend the data by using inferential data.

3. Differentiate of Students Speaking Skill between Offline and online class

The term of the third research question refers to the comparison of the differentiate speaking skill, either the researcher is going to find out the differentiate comparison of both speaking skills.

The researcher used independent T-test in order to know that there is a significant difference between students' Speaking Skill between Offline and online class. Before doing independent T-test, the researcher did test normality because the requirements of independent T-test.

The researcher used Shapiro-Wilk test by SPSS v22 in order to do test of normality of the data as requirement of independent T-test. The result of the test normality of the data can be seen in table below

Table 4.5 The Result of Normality Test

	Shapiro-Wilk		
	Statistic	Df	Sig.
Online Class	.848	21	.176
Offline Class	.837	21	.062

The data can be said normal if Sig. value is higher than (> 0.05) The table which explained that Sig. value for online and offline. The Sig. value of the online class is 0,176 which higher than 0.05 so the data of online class

distributed normal either the Sig. value of offline class is 0,062 is higher than 0.05 so the data of offline is distributed normal as well.

After the data showed in normal distributed, the researcher find the data in significant between students result speaking skill by using independent T-test. The result of independent T-test can be seen in table below:

Table 4.6 Independent Test

		Paired Differences			N	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean		
Pair 1	Online_Class Offline_Class	82.78	3.832	.647	21	.015

According to data above, it showed that T-test is used to find out the paired differences with mean 82.78, standard deviation 3.832, while significant of 0,015..

According to the table above, Sig.(2-tailed) value is 0,15 > 0.05 so H_1 is rejected and H_0 accepted. It means that there is no significant difference students speaking skill between offline and online class.

B. Discussion

The research discussions were the answering of problems statements that planned in the first chapter. This part is also present the data analysis of students' speaking skill. In order to collect the data, the researchers asked the document from the teacher and analyze it to find out the description of students' quality of speaking performing among online and offline class.

The researcher conducted to find out the students speaking skill after taught by online and offline technique in teaching speaking. offline is one of the technique that could be used by the teacher in teaching English Specially in speaking after spreading covid-19 nowadays.

From the scores of the students in X MIPA 4 which taught by an online class with focused study of speak well. Online class can be progressed to make the students able to speak well. Students could retell their unforgettable experience well explained by the teacher. In two meetings, students were asked to retell their unforgettable experience and also to retell the story that was sent by the teacher by online. The progress showed that online class in teaching speaking was successful and be able to make the students speaking well, the Students able to communicate, know how to pronunciation goodly. The technique made most of the students' active In the class even some of the trouble occurred ruing online class.

After analyzing the students' speaking skill based on the teacher's technique of teaching either online and offline, the researcher found that most of the students

could to speak well by using speaking offline in fact. The data also showed that students felt that by offline meeting could help them in speaking skill nicely.

The result of the students' speaking quality both online and offline were very good because the scores of students were categorized as very good which above the KKM score of 75.00, so it can be concluded that the speaking skills of the students of class X MIPA 4 can be categorized as very good.

The second class was conducted in X MIPA 2, the teacher was teaching speaking skill by applying offline class. Offline meeting may the techniques that could be used by the teacher in teaching English effectively.

The progress showed that Offline class in teaching speaking was successful and be able to make the students speaking with others in which the students should produce English orally. In measuring the data. Students performing should be acquisition on the method of learning when it's had high score of quantitative score of criteria score.³⁸ Conclusion of the findings was the students' speaking quality were very good because the score of students are very good, so it can be concluded that the speaking skills of the students of class X MIPA 2 which categorized as very good.

Based on the data showed that, the result of SPSS, sig.(2-tailed) value is 0.15 > 0.05 so H^1 is rejected and H_0 accepted. It means that there is no significant difference Students Speaking Skill between Offline and online

³⁸ Harmer, Jeremy. *How to Teach English: an Introduction to the Practice of English Language Teaching*. England: Addison Wesley Longman (1998)

class. The similarity of the score may see the result of the mean score. Therefore, it could be said that students who learned in online classes same as high score for students who learned in offline class.

Based on the theory that has been used, namely the theory of: David K. Larson and Chung-Hsien Sung " Comparing Student Performance : Online Versus Blended Versus Face-to-Face ". From their research concludes that there is no significant difference in students' performance for the class, whether it is taught using the face to face, online or blended mode of delivery. Since there is no significant difference, it can be concluded that other factors may be more important, such as course design, selection of right content materials, instructor/student interaction, and student motivation may play a more important role than delivery mode.³⁹ This theory relates to the results of research that has been done.

There is no significant difference between offline learning and online learning, because online and offline learning are not the main factors that can affect student performance. It can be said that there are other more influential factors, such as the selection of learning methods, the selection of the right material, interaction or students' motivation, which is more important than offline learning or online learning modes. Under the above theory from David K. Larson and Chung-Hsien Sung, who concluded the same thing that there was no significant difference and the way of

³⁹David K. Larson, Chung-Hsien Sung, *Comparing Student Performance : Online Versus Blended Versus Face-to-Face* , *Journal of Asynchronous Learning Networks*, Volume 13 ; (2009)

delivering online or face-to-face was not the main factor affecting students' performance.

Based on the explanation research result on the findings, the result showed the comparison between both class either online and offline, it showed from the analysis of inferential that, there is not any comparison between online and offline class of speaking. It showed that, the mean score of each classes had little differentiation. The result of hypothesis is accepted of H_0 in fact that, the teaching method still be more active even in online class.

The last result of data, it showed the differentiate of the result data either from online class and offline class, The students who learned in online class is just the same of offline class even it looks more easy to study as long as they have smart phone and connect to the internet, they can study whenever and wherever they are. Even when they are alone, they still can learn.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the conclusion can be drawn as follows:

1. The students' speaking skill from class X MIPA 4 which identify after analyzing the result data from the teacher. It shows an average score of 82.24 which that over 75.00 as cumulative maximum Score (KKM) score, which categorized good.
2. Students' speaking skill from class X MIPA 2 which identify after analyzing the resut data from the teacher. It shows an average score of 83.33 which that over 75.00 as cumulative maximum Score (KKM) score, which categorized good.
3. The conclusion showed the sig.(2-tailed) value is $0,15 > 0,05$ so H_1 is rejected and H_0 accepted. It is mean that there is no significant difference Students Speaking Skill between Offline and online class. The similarity of the score may see the result of the mean score. Therefore, it could be said that students who learned in online class as same as high score for students who learned in offline class.

B. Suggestion

In this research, of course, there are still many shortcomings, therefore I give recommendation to other or future researchers to do the same research in other schools in order to further develop and refine my research. In addition, I also

recommend future researchers to continue this study so that the results are more clear and real so that in the future there will be no doubts.



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Appendix 01 : Instrument

	<p align="center">KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH</p> <p>Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id</p>
	<p>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</p>

Nama Mahasiswa : Novita Ayunanda

Reg Num : 18.1300.028

Faculty/Program : Tarbiyah/Pendidikan Bahasa Inggris

Thesis : The Comparison Of Students' Skill Between Offline
And Online Class At SMA 7 PINRANG

Instrument : Document

No	Document	Class	Total Document	Ceterangan
1	Speaking Final Score of Offline Class	Class XI MIPA 2	1 Document	Taken
2	Speaking Final Score of Online Class	Class XI MIPA 4	1 Document	Taken

Appendix 02: Students Speaking Score

Offline Class

Mata Pelajaran		Bhs Inggris
Kelas/Semester		X MIPA 2
KKM		75
No	Nama	Nilai Akhir
1	ADAM MARIF HAMKA	84
2	AFIQAH RUSLI	82
3	AHMAD SARIF	82
4	ANDI FARHAN SULAEMAN	82
5	ANDI MUTIAH ZULFADHILAH. Y	83
6	ANDI NUR FATIMAH	83
7	ANDI SUCI RAMADHANI	83
8	ANISA	83
9	AULIA SARMI	84
10	FITRA RAMADANI	82
11	HARIANTI	83
12	HILDA RAMADHANI	85
13	MARSHA	83
14	MARWA	84
15	MUH. RAFLI	80
16	MUH. FADIL	82
17	NAJWA TAQWA	84
18	NASDA	88
19	NUR AISYAH FITRI	85
20	NUR ANDINI PRATIWI	83
21	NUR HALISA	85
MAXIMUM		88.00
MINIMUM		80.00
AVERAGE		83.33


Online Class

Mata Pelajaran		Bhs Inggris
Kelas/Semester		X MIPA 4
KKM		75
No	Nama	Nilai Akhir
1	ADELA	78
2	ADILA NAJWA	83
3	AHMAD FAUZAN ALFATH	84
4	AN NUR	83
5	ANDI LATIFA AULIA	84
6	ANISA	78
7	ANNUR AISYAH ASHAR	84
8	ASRIANI	80
9	DESY DINA	80
10	DEVI YANTI	83
11	DWI YULIANTI AMIR	84
12	ENI ANGGRENI ALI	83
13	FAHRIL ILHAM	80
14	FATHUL NISA MUKHLIS	84
15	HERMANSYAH	80
16	HIJRAH NURRAHMI	84
17	IMAM KHADAFI	80
18	JOVITA IZZATY	84
19	KURNIATUNNISA AL JUFRI	84
20	NABILA AL MUNAWAR. B	83
21	NATASYA PUTRI	84
MAXIMUM		84.00
MINIMUM		78.00
AVERAGE		82.24

Appendix 03 : Dokumentation



Appendix 4 : Administrasion


KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1326 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;

Mengingat : b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Memperhatikan : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
 5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Menetapkan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
 b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Kesatu : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**

Menunjuk saudara; 1. Hj. Nurhamdah, S.Ag., M.Pd.
 2. Drs. Abd. Rauf Ibrahim, M.Si.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama : Novita Ayunanda
 NIM : 18.1300.028
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Comparison Between Learning English Speaking Skill Through Offline an Online Learning at English Program of IAIN Parepare

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
 Pada Tanggal : 27 Mei 2021

Dekan

 H. Saepudin



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 telp 0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website : www.iainpare.ac.id, email : mail@iainpare.ac.id

Nomor : B.429/In.39.5.1/PP.00.9/02/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-

Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Novita Ayunanda
Tempat/Tgl. Lahir	: Pinrang, 24 November 2000
NIM	: 18.1300.028
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
Semester	: VII (Tujuh)
Alamat	: Bonto Pucu, Desa Amassangang, Kec. Larisang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul **"The Comparison Of Students' Speaking Skill Between Offline And Online Class At SMA 7 Pinrang"**. Pelaksanaan penelitian ini direncanakan pada bulan Februari sampai bulan Maret Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 03 Februari 2022

Wakil Dekan I,


Muh. Dahlan Thalib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN**

Nomor : 26850/S.01/PTSP/2022
Lampiran :
Perihal : Izin Penelitian

Kepada Yth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Dekan Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B.429/In.39.5.1/PP.00.9/01/2022 tanggal 03 Februari 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : NOVITA AYUNANDA
Nomor Pokok : 18 1300 028
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Amal Bakti No. 8 Soraeng, Parepare

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

**" THE COMPARISON OF STUDENTS' SPEAKING SKILL BETWEEN OFFLINE AND ONLINE CLASS
AT SMA 7 PINRANG "**

Yang akan dilaksanakan dari : Tgl. 16 Februari s/d 30 Maret 2022

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Dokumen ini ditandatangani secara elektronik dan Surat ini dapat dibuktikan keasliannya dengan menggunakan **barcode**.

Demikian surat izin penelitian ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 16 Februari 2022

**A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu**

Ir. H. DENNY IRAWAN SAARDI, M.Si
Pangkat : Pembina Utama Madya
Nip : 19620624 199303 1 003

Tembusan Yth
1. Dekan Fak. Tarbiyah Institut Agama Islam Negeri Parepare ;
2. *Pertinggal*

SIMAP PTSP 16-02-2022



Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231





**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMAN 7 PINRANG**

Alamat: Jln. Poros Pinrang Pare Km.8, Bua, Kec. Mattirobulu, Kab. Pinrang.
Kode Pos: 91271, Email: sman7pinrang@gmail.com, Website: sman7pinrang.sch.id, NPSN:40314430

SURAT KETERANGAN PENELITIAN
No: 421.3 / 063- UPT SMA.7/ PRG/ DISDIK

Yang bertandatangan di bawah ini Kepala UPT SMAN 7 Pinrang menerangkan bahwa :

Nama : **NOVITA AYUNANDA**
N I M : 18 1300 028
Jenis Kelamin : Perempuan
Nama Lembaga : IAIN Parepare
Program Studi : Pendidikan Bahasa Inggris (S-1)

Benar telah melakukan penelitian dengan judul : *"The Comparison of Students' Speaking Skill Between Offline and Online Class at SMA 7 Pinrang"* yang pelaksanaannya dari tanggal 21 Maret s/d 30 Maret 2022.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Pinrang, 14 April 2022

Kepala Sekolah,



Drs. Ikhwan Matu, M.Pd.
NIP 196712311996021002

CURRICULUM VITAE



Novita Ayunanda, the writer was born on Pinrang, 24 November 2000 in Parepare and South Sulawesi. She is the first Child from three children in her family, her father's name is Suardi and Her mother's name is Fatmawati. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on 2006-2007 at Tk Al-Ikhlas, and graduated on 2007, while at the same year she study in SD 204 Lanrisang 2007-2012 and then continued her study in SMPN 1 Mattiro Bulu 2012-2015 and SMAN 1 Pinrang graduated on 2018. Then continued hers study at Tarbiyah Faculty of IAIN Parepare and completed her study with the title "The Comparison of Students' Speaking Skill between Offline and Online Class at SMA 7 Pinrang."